

Personnel Committee – 22 October 2019

**Schools Model Pay Policy 2019
Unattached Teachers' Pay Policy 2019**

1. Purpose of the report

To request Personnel Committee approval of the recently updated School's Model Pay Policy 2019 and Unattached Teachers' Pay Policy 2019 (Appendix A and B).

2. Recommendations

Personnel Committee is recommended to:-

- Agree the attached School's Model Pay Policy 2019 and Unattached Teachers' Pay Policy 2019 to take effect from 1 September 2019

3. Background

3.1 Governing Bodies of all schools and academies are required annually to adopt a pay policy following full consultation with representatives of recognised unions and professional associations.

3.2 The Unattached Teachers' Pay Policy sets out Council policy on pay and conditions for all Unattached Teachers, assisting the Council to attract and retain skilled employees. The policy incorporates the requirements of the School Teachers Pay and Conditions Document and reflects the Schools Model Pay Policy to ensure a fair and consistent approach. The policy also reflects the current pay structure and practice within the Council.

3.3 The attached pay policies were updated by meeting the following requirements of the School Teachers' Pay and Conditions Document (STPCD).

- i) *a 2.75% uplift to the statutory minima and maxima of all pay ranges and allowances.*

Except for the minima and maxima of the pay ranges schools must determine - in accordance with their own pay policy – how to apply the uplift to the national framework in making individual pay progression decisions

3.4 Following detailed consultation with all appropriate trade unions and Headteachers across the borough the preferred outcome is to apply the appropriate uplift to each of the pay reference points to be effective from 1 September 2019:

- i) a 2.75% uplift applied across the Main Pay Range (M1, M2, M3, M4, M5, M6a and M6b) the Unqualified Teacher Pay Range (UQ1, UQ2, UQ3, UQ4, UQ5, UQ6).
- ii) a 2.75% uplift applied across the Upper Pay Range and the Leading Practitioner Pay Range and all allowances across all pay ranges.

- iii) a 2.75% uplift applied across the leadership pay ranges (including head teacher groups).

The Unattached Teachers Pay Policy reflects the same approach to apply 2.75% uplift to each pay reference point within all pay ranges and allowances.

- 3.5 The policy also takes regard to the statutory guidance accompanying the Document and conforms to the local authority's salary scales and conditions of service for support staff.
- 3.6 The policy, will take effect from 1 September 2019. It will be issued to schools following the approval of Personnel Committee for their consideration and adoption.
- 3.7 If approved by the Personnel Committee and a school does not adopt the attached model pay policy they will be required to enter into a consultation process with staff and unions. Schools would be required to defend any potential equal pay claims.

4. Financial Considerations

This Policy has been reviewed by finance and they have confirmed that the costs associated with this pay policy are expected to be met from individual school budgets. Schools budgets are delegated to them and are funded through the Dedicated Schools Grant (DSG).

At present the details on where any additional funding will come from and how it will be distributed are not clear. However, the Government's response states:

'As this award is more than the 2% we assessed was affordable in our evidence to the STRB, I will invest a further £105 million into the existing Teachers' Pay Grant this financial year. This is on top of the £321 million funding that schools are already receiving through the Teachers' Pay Grant in 2019-20'.

There may be additional pressure on service areas who will be required to fund the 2.75% uplift from existing budgets.

5. Legal

This Policy has been reviewed by legal services and there are no legal comments to note.

6. Risk Management

There are no identifiable risks associated with this implementation, indeed this procedure attempts to ensure that School's remain compliant with the law.

7. People

There is no direct impact on our citizens as a result of this procedure. An Equality Impact Assessment is attached (Appendix C).

8. Consultation

Consultation has taken place with the Headteachers from Primary, Nursery and Special Schools and the Headteachers of Secondary Schools that are not Academies.

Both teaching and support unions have been consulted with during September and October 2019 and comments received have been incorporated appropriately before being issued.

The unattached teachers' pay policy has been out to consultation from 30th September to 04th October 2019 and includes relevant senior managers within the council and trades union.

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Model Pay Policy – 2019

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Purpose	To set out the framework for making pay decisions for directly employed School/Academy staff.		

Document accessibility

If you would like this information in another language or format please speak to your Headteacher/Principal

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1. Introduction

1 The Governing Body has adopted this policy to take effect from 1st September 2019 following full consultation with representatives of recognised unions and professional associations and Walsall Children's Services. It will review the policy annually following similar consultation. This policy meets the requirements of the School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions (STPCD) ('Document'). The link to the Document is attached below. It has regard to the statutory guidance accompanying the Document and conforms to the local authority's salary scales and conditions of service for support staff. This policy should be read alongside the Document.

1.2 The Governing Body will ensure that all employees are made aware of the existence of this policy and have ready access to a copy of it.

1.3 The Governing Body delegates the implementation of this policy to the Pay Committee (hereinafter referred to as the 'pay committee'), with the exception of threshold assessment for teachers and determining the salaries of newly appointed employees in accordance with this policy, both of which are delegated to the Headteacher/Principal. The Headteacher/Principal is also asked to agree performance objectives with other teachers on the leadership spine, review those objectives annually and report on the outcome of that review to this pay committee in time for the annual review of salaries of those teachers.

This Pay Policy should be read in conjunction with the Pay Policy Guidance 2019.

1.4 Teachers Pay Award September 2019 (STPCD) and Walsall proposal

a) In 2019 the DFE have fully implemented the recommendations by the 29th report of the STRB, accepted and outlined in the STPCD.

i a 2.75% uplift to the statutory minima and maxima of all pay ranges and allowances.

Except for teachers and leaders on the minima of their respective ranges schools must determine - in accordance with their own pay policy – how to apply the uplift to the national framework in making individual pay progression decisions.

b) Consultation with trade unions and Walsall Headteachers

Following detailed consultation with all appropriate trade unions and Headteachers across the borough this model pay policy outlines the proposed pay ranges for Walsall schools.

a) a 2.75% uplift has been applied across the Main Pay Range (M1, M2, M3, M4, M5, M6a and M6b) the Unqualified Teacher Pay Range (UQ1, UQ2, UQ3, UQ4, UQ5, UQ6).

b) a 2.75% uplift has been applied across the Upper Pay Range and the Leading Practitioner Pay Range and all allowances across all pay ranges.

c) a 2.75% uplift across the leadership pay ranges (including head teacher groups).

1.5 The following are links to:

- School Teachers' Pay and Conditions Document (STPCD)

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

- Implementing your schools approach to pay – DfE advice updated September 2019:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/64252/5/Implementing_your_schools_approach_to_pay_Sept2018.pdf

2. Statement of intent

- 2.1 The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002, is to “...conduct the school with a view to promoting high standards of educational achievement at the school.” The pay policy is intended to support that statutory duty.

In adopting this pay policy, the aim for our school/academy is to:

- Maximise the quality of teaching and learning at the school/academy
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way
- Ensure appropriate consultation has taken place with union consultation and agreement
- **PLUS ANY OTHER AIMS THAT SCHOOL MAY WISH TO OUTLINE**

- 2.2 The Governing Body of _____ school/academy will make all pay decisions at this school/academy. They will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

3. Equalities legislation

- 3.1 The Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

The Governing Body will comply with relevant equalities legislation including:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Agency Workers Regulations 2010.

- 3.2 Equality Act 2010 – With regard to the Equality Act, the Governing Body will comply with the Public Sector Equality Duty (PSED) introduced by the Equality Act. In order to discharge the duty schools must have due regard to the need to:

- (i) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
- (ii) advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- (iii) foster good relations between people who share a relevant protected characteristic and people who do not share it.

See 'Governing Body obligations' in relation to monitoring the impact of this policy.

4. Pay progression based on performance

- 4.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal. This will enable teachers with their appraiser to recognise their strengths, informs plans for their future development and helps to enhance their professional practice.
- 4.2 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

5. Equalities and pay progression

- 5.1 The Governing Body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or disability-related sick leave. Adjustments will be made on a case-by-case basis.
- 5.2 The school will do everything in its power to make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle, because the teacher has been away from school due to pregnancy, maternity or disability-related illness, it will use evidence from previous appraisal cycles.
- 5.3 On-going equality analysis can assist schools in identifying any potential inequality and guard against possible equal pay claims
- 5.4 The principal means of preventing equal pay claims is for the school to ensure that individual pay decisions are fully compliant with the Equality Act as set out in Section 2 above, and that the duty to have due regard is discharged. The School will satisfy itself that pay decisions year on year are not indicating a pattern that might cause concern. This can be achieved by schools undertaking an annual equality analysis which would help identify any potential inequality and demonstrate that the school is attempting to eliminate discrimination and advance equality. Such analysis to include:
- the pay profile of teachers by the protected characteristic i.e. age, disability, race and gender.

- the reasons that teachers with different protected characteristics are rewarded differently if that is the case;
- whether teachers who share particular protected characteristics are being treated less favourably than other teachers.

6. Job descriptions

- 6.1 The headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

7. Appraisal

- 7.1 The Governing Body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.
- 7.2 The Appraisal Regulations state that appraisal objectives, for all teachers, including the leadership group, must be such that, if they are achieved, they will contribute to:
- Improving the education of pupils at that school; and
 - The implementation of any plan of the Governing Body designed to improve that school's education provision and performance.
- 7.3 Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence they deem to be appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review. The arrangements of teacher appraisals are set out in the separate school's appraisal policy and supporting documentation which can be located on the Walsall Link.
- 7.4 The headteacher/principal will moderate objectives to ensure consistency and fairness; the headteacher/principal will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

8. Governing Body obligations

The Governing Body will fulfil its obligations to:

- 8.1 Teachers: as set out in the school teachers' pay and conditions document ('the Document') and the conditions of service for school teachers in England and Wales (commonly known as the Burgundy book).
- 8.2 Support staff: the national joint council for local government services national agreement on pay and conditions of service (Green Book) or any LA pay/grading system.

- 8.3 The Governing Body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.
- 8.4 The Governing Body will ensure that appraisers, decision-makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.
- 8.5 The Governing Body will ensure that mid-year reviews are undertaken for teachers and all members of the leadership group.
- 8.6 The Governing Body will ensure that it makes funds available to support pay decisions in accordance with this pay policy (see Procedures) and the school's spending plan.
- 8.7 The Governing Body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, ensuring the school's continued compliance with equalities legislation.

9. Headteacher obligations

The head teacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the Governing Body for approval;
- ensure that effective appraisal arrangements are in place, and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that mid-term reviews are undertaken for all teachers, including the leadership group;
- submit pay recommendations to the Governing Body and ensure the Governing Body has sufficient information upon which to make pay decisions; and
- ensure that teachers are informed about decisions reached, and that records are kept of recommendations and decisions made.

10. Teachers' obligations

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser; and
- ensure they have an annual review of their performance.

11. Differentials

- 11.1 Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

12. Discretionary pay awards

- 12.1 Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

13. Salary safeguarding for Teachers

- 13.1 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the Document and will give the required notification as soon as possible and no later than one month after the determination.

14. Procedures

- 14.1 The Governing Body will determine the annual pay budget on the recommendation of the pay committee, taking into account paragraph 19.2(e) of the Document. **SCHOOLS TO DECIDE**
It will also allocate X per cent to allow for the best teachers to make more rapid progress up the relevant pay range OR Due to budget constraints, there will be no accelerated progression on any pay scale [The latter choice should only be used where there is objective evidence of budget issues.]
- 14.2 The Governing Body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head, must withdraw from a meeting at which the pay or appraisal of any other employee of the school, is under consideration. The head must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.
- 14.3 Where possible, no member of the Governing Body who is employed to work in the school shall be eligible for membership of this committee. The pay committee will be attended by the head in an advisory capacity. Where the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the head's pay, that person will withdraw at the same time as the head while the committee reaches its decision. Any member of the committee required to withdraw will do so.
- 14.4 The terms of reference for the pay committee will be determined from time to time by the Governing Body. The current terms of reference are:
- to achieve the aims of the whole school pay policy in a fair and equal manner;
 - to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
 - to observe all statutory and contractual obligations;
 - to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full Governing Body;
 - to recommend to the Governing Body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;
 - to keep abreast of relevant developments and to advise the Governing Body when the school's pay policy needs to be revised; and
 - to work with the head in ensuring that the Governing Body complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

- 14.5 The report of the pay committee will be placed in the confidential section of the Governing Body's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

15. Staff paid in accordance with STPCD

15.1 Annual determination of pay

All teaching staff salaries, including those of the head, deputy head(s) and assistant head(s) will be reviewed annually to take effect from 1 September. The Governing Body will endeavour to complete teachers' annual appraisal and pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

15.2 Notification of pay determination

Decisions will be communicated to each member of staff by the head in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

16. Appeals procedure

The Governing Body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix to this policy.

17. Headteacher pay - Pay on appointment

- 17.1 The pay committee will review the school's Headteacher group and the head's pay range in accordance with paragraphs four, five, six and eight (ordinary school), or paragraphs four, five, six, seven and eight (special schools) of the Document.
- 17.2 If the Headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9 of the Document, as the case may be.
- 17.3 For new appointments, the pay committee will determine the Headteacher group, and pay range taking account of the full role of the headteacher (part seven of the Document), all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations paragraphs 9.2 of the Document, including recruitment issues. The pay committee will consider the reference points on leadership scale and take into account the factors set out in Appendix One when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- 17.4 The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the Headteacher, as set out in paragraph 9.3 of the Document. However, before doing so, it will make a fully-documented business case and seek external independent advice.
- 17.5 Walsall's recommendation is that the pay committee will use 7 reference points within the pay range.

At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the Governing Body will adjust the pay range to ensure appropriate scope of [insert number] reference points, for performance related pay progression.

- 17.6 The pay committee will have regard to the provisions of paragraph 9.4 of the Document in particular, and will also take account of the pay and ranges of other staff, including any permanent payments, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- 17.7 The pay committee will consider the use of temporary payments for clearly time-limited responsibilities or duties only, in accordance with paragraph 10 of the Document.
- 17.8 The pay committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3 of the Document. It will only set a range the maximum of which is more than 25 per cent above the maximum value of the group range in exceptional circumstances. In such circumstances, it will make a business case to the Governing Body and the Governing Body will seek external independent advice before giving agreement
- 17.9 The pay committee will consider whether there is a need for any temporary payments (paragraph 10 of the Document) for clearly time-limited responsibilities or duties. The total sum of the temporary payments made to a head will not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the Headteacher group, except in wholly exceptional circumstances
- 17.10 The pay committee may determine that temporary and other payments be made to a head which exceeds the limit above in wholly exceptional circumstances where it has made a business case and with the agreement of the Governing Body. The Governing Body will seek external independent advice before providing agreement

17.11 Serving Headteachers

The pay committee will only re-determine the pay range of a serving headteacher, in accordance with paragraph nine of the Document, if the responsibilities of the post change significantly, or if the pay committee determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2014 (paragraph four of the Document).

- 17.12 It will also re-determine the pay range if the group size of the school increases, or if the head takes on permanent accountability for an additional school(s) (paragraph eight, section three).
- 17.13 If the pay committee re-determines the Head teacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will take into account the factors set out in Annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.

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- 17.14 The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3 of the Document. However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice.
- 17.15 The pay committee will use reference points within the pay range and will leave at least [insert number] reference points for performance-related pay progression
- 17.16 The pay committee will review the Head teacher's pay in accordance with paragraph 11 of the Document and award one reference point where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 and any recommendation on pay progression in the Head teacher's most recent appraisal report
- 17.17 Delete/Insert as required - Where the head's performance is exceptional, it will award accelerated performance related pay progression of [insert number] reference points taking account of the most recent appraisal and any recommendation on pay**
- 17.18 If the pay committee decides to re-determine the pay range, it will only determine the head's pay range in accordance with paragraph nine; and paragraph eight of the Document.
- 17.19 The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10 of the Document
- 17.20 The total sum of temporary payments made to a head must not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the headteacher group, except in wholly exceptional circumstances.
- 17.21 The pay committee may determine that additional/temporary payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the Governing Body. The Governing Body will seek external independent advice before providing agreement

18. Deputy/assistant headteacher pay

18.1 Pay on appointment

The pay committee will determine a pay range on the Leadership Pay Range attached at Appendix 1 The pay committee will take account of the full role of the deputy/assistant headteacher (part seven), all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations paragraph 9.2 – 9.4 of the Document, including recruitment issues. The pay committee will take into account the factors set out in Appendix 1 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions.

Walsall's recommendation is that the pay range will contain 5 reference points.

- 18.2 At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the Governing Body will adjust the pay range to ensure appropriate scope of [insert number] reference points, for performance related pay progression.
- 18.3 The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 60 to 68 of section three Guidance contained in the Document.

18.4 Serving deputy/assistant Headteachers

The pay committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant headteacher (paragraph nine of section three guidance in the Document), or to maintain consistency with pay arrangements for new appointments to the leadership group made on or after 1 September 2015, or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change on or after 1 September 2016.

- 18.5 When determining the pay range of a serving deputy/assistant head, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2 of the Document), including retention issues. The pay committee will take into account the factors set out in Annex A when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- 18.6 The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but will note paragraph 9.4 of the Document.
- 18.7 The pay committee will consider whether the award of any additional payments is relevant, as set out in paragraph 26 of the Document and paragraphs 59 to 68 of section three of the Document.
- 18.8 The pay committee will use reference points within the pay range and will leave at least [insert number] reference points for performance-related pay progression
- 18.9 The pay committee will review pay in accordance with paragraphs 11 of the Document and award one reference point where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report
- 18.10 **Delete/Insert as required** - The pay committee will award accelerated performance related pay progression of up to [insert number] reference points if there has been exceptional performance, taking account of the results of the most recent appraisal and any pay recommendation and appropriate differentials.

19. Classroom teachers

19.1 Pay on appointment

Delete/Insert as required

- 19.2 This school has not adopted pay portability. The Headteacher in conjunction with Governors will determine the starting salary of a vacant classroom teacher post on the main pay range/upper pay range, such as the Committee determines. The advertisement for the post will indicate that pay portability will not be applied.
- or
- 19.3 This school has adopted pay portability. In the event appointee worked as a classroom teacher previously the Committee will pay the same rate as they were paid in their previous school including pay progress for this cycle, this is known as pay portability.

N.B: The pay policy is only agreed with NAHT, NEU (NUT & ATL) and NASUWT if the paragraph on pay portability is included. ASCL agree the policy if schools are given the option of whether or not to accept pay portability.

- 19.4 The Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

19.5 Annual pay determination

The position of the joint unions is that 6A should be removed and the Main Scale should consist of 6 reference points. This would incorporate the minimum and maximum of the range as outlined in the STPCD. Walsall's Model Pay Policy follows last year's pay structure in Walsall with 6A and 6B retained. Walsall unions accept that although that the Model Pay Policy is lawful they do not agree that 6A should be retained

The Committee will use reference points for classroom teachers. Therefore the pay scale for main pay range teachers in this school is:

MS Point 1	£24,373
MS Point 2	£26,298
MS Point 3	£28,413
MS Point 4	£30,599
MS Point 5	£33,010
MS Point 6a	£35,618
MS Point 6b	£35,971

- 19.6 Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that, if achieved, will meet the requirements of the appraisal regulations 2012 (see Appraisal above).
- 19.7 To move up the main pay range, one annual point at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in the teachers' standards. Teaching should be consistently 'good', as defined by Ofsted. However, this does not mean that every lesson observation needs to be 'good'.

19.8 Delete/Insert as required - If the evidence shows that a teacher has exceptional performance, the Governing Body may consider the use of its flexibilities to award enhanced pay progression, up to the maximum of [insert reference point]. Teaching over time will be 'outstanding', as defined by Ofsted.

- 19.9 Judgments will only be made on evidence gathered which is related to the formal appraisal process. As a teacher moves up the main pay range, this evidence should show:
- a positive impact on pupil progress;
 - a positive impact on wider outcomes for pupils;
 - improvements in any specific elements of practice identified to the teacher through the appraisal process, e.g. behaviour management or lesson planning; and
 - a positive contribution to the work of the school.

19.10 Further information, including sources of evidence, is contained in the school's appraisal policy.

19.11 The pay committee will take account of the pay recommendation contained in the appraisal report. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

In the case of NQTs, pay decisions will be made by means of the statutory induction process.

20. Applications to be paid on the Upper Pay Range

20.1 It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range (UPR). Applications will only be considered taking into account two successful appraisals.

20.2 If successful the teacher will move to the Upper pay range from 1 September following the years' appraisal reviews submitted. For example, if the appraisal reviews cover academic years 2016/17 (main scale point 5) and 2017/18 (main scale point 6) and the application is submitted before 31 October 2018, movement to the Upper Pay Range will be with effect from 1 September 2018.

20.3 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

20.4 All applications should include the results of the two most recent appraisals, under the appraisal regulations 2012, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

20.5 In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

20.6 Process

One application may be submitted annually. The closing date for applications is normally 31st October of each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or on sick leave. The process for applications is:

- complete the school's application form (Appendix Two)
- submit the application form and supporting evidence to the headteacher by the cut-off date of 31st October;
- the teacher will receive notification of the name of the assessor of your application within 5 working days;
- the assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- the application, evidence and recommendation will be passed to the headteacher for moderation purposes, if the headteacher is not the assessor;

- the pay committee will make the final decision, advised by the headteacher;
- Teachers will receive written notification of the outcome of their application. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see Assessment below);
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- successful applicants will move to the minimum of the UPR; and
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

20.7 Assessment

The teacher will be required to meet the criteria set out in paragraph 15 (Appendix Three) of the Document, namely that:

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this is interpreted as follows:

"Highly competent":

- 20.8 the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
- 20.9 (e.g. performance which is good enough to fulfil wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).

"Substantial":

- 20.10 the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- 20.11 (e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning).

"Sustained":

- 20.12 The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

21. Upper pay range

Annual pay determination

The upper pay range in this school will consist of three ranges set out below:

UPR Point 1 £37,654

UPR Point 2 £39,050

UPR Point 3 £40,490

21.1 The pay committee will determine whether there has been continued good performance. In making such a determination, it will take into account:

- paragraph 19 and the criteria set out in paragraph 15.2 of the Document;
- the appraisal report and the pay recommendation of the appraiser; and
- the appraisal evidence that the teacher has maintained the criteria set out in paragraph 15.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria is set out above.

21.2 Where it is clear that the appraisal evidence shows that the teacher has continued good performance, as set out above, and has made good progress towards their objectives, the teacher will move to next point on the upper pay range; or if already on the mid-point, will move to the top of the upper pay range.

21.3 Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching over time will be 'outstanding' as defined by Ofsted.

21.4 Further information, including sources of evidence is contained within the school's appraisal policy. The pay committee will be advised by the headteacher in making all such decisions.

22. Leading Practitioner roles

Insert this paragraph if you do not intend to recruit a LP. If this is the case the other paragraphs can be deleted.

22.1 *It is not the intention of the Governing Body to create a leading practitioner role at this time but the Governing Body will review its position from to time.*

Or

If the above paragraph is included then delete the paragraph below. If you intend to have Leading Practitioners the delete the paragraph above.

Lead Practitioner Range with 2.75% uplift

L1	£41,267
L2	£42,301

L3	£43,357
L4	£44,436
L5	£45,543
L6	£46,685
L7	£47,942
L8	£49,048
L9	£50,273
L10	£51,564
L11	£52,902
L12	£54,121
L13	£55,474
L14	£56,857
L15	£58,272
L16	£59,821
L17	£61,195
L18	£62,735

22.2 The Governing Body will take account of paragraph 16 and 51 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as [insert school specific areas]

22.3 Pay on appointment

The pay committee will determine a pay range of 5 reference points from Walsall Leading Practitioner pay range (Appendix one). L 1 – 18

22.4 In accordance with paragraph 16 of the Document, and paragraphs 33, 34 and 36 of the section three guidance of the Document. The relevant body will use reference points and will ensure that there is appropriate scope within the pay range to allow for performance related pay progression over time. The relevant body will leave 2 reference points for performance related pay progression.

The headteacher will agree appraisal objectives for the leading practitioner.

22.5 Annual pay determination

The pay committee shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 19 of the Document.

The appraisal evidence should show the leading practitioner:

- has made good progress towards their objectives;

- is an example of teaching skills, which should impact significantly on pupil progress within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in the teachers' standards; and
- Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

22.6 "Highly competent" and "substantial" are defined in the section entitled, "Applications to be paid on the upper pay range".

22.7 The pay committee will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The pay committee will be able to objectively justify its decision. Judgments will only be made on evidence gathered which is related to the formal appraisal process.

22.8 Delete/Insert as Required - Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee may award enhanced pay progression of 2 reference points.

22.9 Further information, including sources of evidence is contained within the school's appraisal policy. The pay committee will be advised by the headteacher in making all such decisions.

23. Unqualified teachers

Pay on appointment

23.1 The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value.

23.2 The Unqualified Teacher Pay Range and Walsall Reference points:

UQ Point 1	£17,682
UQ Point 2	£19,739
UQ Point 3	£21,794
UQ Point 4	£23,851
UQ Point 5	£25,909
UQ Point 6	£27,965

23.3 The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22 of the document. In applying additional allowances, consideration should be given to maintaining differentials.

23.4 Annual pay determination

In order to progress up the unqualified teacher range, one point annually, unqualified teachers will need to show that they have made good progress towards their objectives.

23.5 Delete/Insert as Required - If the evidence shows that the unqualified teacher has exceptional performance, the Governing Body may award enhanced pay progression of 2 reference points.

23.6 Judgments will only be made on evidence gathered which is related to the appraisal process. Information on sources of evidence is contained within the school's appraisal policy.

23.7 The pay committee will be advised by the headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to objectively justify its decisions.

Allowances and other payments for classroom teachers

24. Teaching and learning responsibility (TLR) payments

24.1 The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 46 to 53 of the section three guidance of the Document. TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out at paragraph 20.4 of the Document.

24.2 The pay committee will ensure that sufficient differential exists between different levels of TLR, taking account of the responsibilities for which the TLR is awarded. All decisions will be objectively justified.

WMBC TLR 1 and 2 are:

- a) The annual value of a TLR1 must be no less than £8,069 and no greater than £13,654
- b) The annual value of TLR2 must be no less than £2,796 and no greater than £6,829

24.3 The pay committee may award a TLR 3 of between £555 and £2,757 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3 of the Document. The project/responsibility will be focused on teaching and learning; require the exercise of a teacher's professional skills and judgement and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. The Governing Body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro rata principle will not apply. No safeguarding will apply in relation to an award of a TLR3.

25. Special educational needs (SEN) allowances

25.1 The pay committee will award an SEN spot value allowance on a range of between £2,209 and £4,359 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

25.2 When deciding on the amount of the allowance to be paid, the Governing Body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The Governing Body

will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The Governing Body will take account of paragraphs 54 to 58 of the section three guidance of the Document.

26. Acting Allowance

- 26.1 Subject to paragraph 23.6 of the Document Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher and assistant headteacher but has not been appointed as an acting headteacher, deputy headteacher or assistant head, the School must within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance (“acting allowance” must be paid in accordance with the provisions outlined in 23.2 – 23.6 of the Document.

27. Allowance payable to unqualified teachers

- 27.1 The relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy that the teacher has:
- a) taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher’s professional skills and judgment; or
 - b) qualifications or experience which bring added value to the role being undertaken.

28. Performance payments to seconded teachers

- 28.1 Where:
- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher’s normal place of work; and
 - b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the relevant body may pay the teacher a lump sum accordingly. Subject to paragraph 10.4, the total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

29. Additional Payments – Delete/Insert as Required

29.1 Continuing Professional Development (CPD)

Payments may be made to classroom teachers in accordance with paragraph 26 of the Document in respect of CPD undertaken outside of either the 1265 hours of directed time for full-time teacher; for the appropriate proportion of the 1265 hours of directed time for part-time teachers

29.2 Initial Teacher Training (ITT) activities

Leading Practitioners may be required to undertake activities related to providing ITT as part of their role. In accordance with paragraph 26 of the Document other teachers may receive additional payment for activities related to ITT only which is provided as an ordinary incident in the conduct of the school/Academy. The appropriate level of payment for ITT activities will be dependent on the level of work undertaken.

29.3 Service Provision

Where a Headteacher in one school is providing a service to another school for example National Leader of Education (NLE) The school will determine how much if any, addition payment is due to the individual concerned in line with the provisions of the Document. In line with the Provision for service to other school – operating principles and requirements as outlined in the Document.

Consideration should also be given to the remuneration of other teachers who as a result of the Headteachers additional role are taking on additional responsibilities and activities. Any increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteachers enlarged role. This is not an automatic entitlement.

29.4 Out-of-school hours learning activities

Schools should decide whether to make payments to teachers who agreed to participate in out-of-school hours learning/ Payments to classroom teachers should only be made in respect of those activities undertaken outside of either the 1265 hours or directed time for full time teachers or the appropriate proportion of the 1265 hours of directed time for part-time teacher.

30. Recruitment and Retention

- 30.1 The Committee will consider the award of recruitment and retention payments under paragraph 27 of the Document and against the background of any national guidance or advice, teacher supply and demand, curriculum areas and the retention of experienced staff. In particular where awarding a recruitment and retention allowance enables the school to recruit and retain teachers of the quality required to ensure school improvement.

Payments may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons.

The Committee will pay recruitment awards in the following circumstances:

[School to insert details one of the possible circumstances may be an advance in the case of rental property]:

The Committee will pay retention awards in the following circumstances:

[School to insert details]:

- 30.2 The pay committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.

The Governing Body will, nevertheless, conduct an annual formal review of all such awards

31. Salary sacrifice arrangements for Teachers

- 31.1 Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his/her gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the Document.

32. Part-time employees and Short Notice Teachers

- 32.1 **Teachers:** The Governing Body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraphs 40, 43 and 52.5 onwards, and paragraphs 35, 38-43 and 78-86 of the section three guidance of the Document.
- 32.2 **All staff:** The head and Governing Body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

Teachers employed on a short-notice and Supply basis

- a. Such teachers will be paid in accordance with paragraph 44 of the Document

33. OVERPAYMENT OF SALARY

- 33.1 The school/academy expects all staff to behave with honesty and integrity and with specific regard to overpayments of salary it is expected that staff will report promptly any unexpected payment received, or any payment received to which they are not entitled. Deliberate failure to report overpayments of salary will be treated as misconduct and will be dealt with through the Disciplinary Policy.

Once an overpayment has been established, recovery and timescale will be discussed with the individual, taking account of the values of money involved, the timescale of overpayment and to minimise hardship.

Where an employee is repaying an overpayment but leaves the school/academy before the full overpayment is recovered the policy is that the balance will be deducted from the final salary payment. Where the amount outstanding exceeds the final salary, an invoice will be raised for the outstanding amount and sent to the employee.

Every effort will be made to get agreement on a recovery schedule however agreement with an employee is not a requirement to proceed with recovery.

34. Support Staff

- 34.1 The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and chapter seven of the associated guidance.
- 34.2 Walsall Council are currently developing the pay scales to incorporate the second year of the two year National Employers for Local Government Services Deal. Implementation is proposed for April 2019. Details will be provided separately to governing bodies.

35. Pay and Grading

- 35.1 The Committee will determine the pay and grading of non-teaching employees in line with:
- WMBC Pay and grading scheme for Community and Voluntary Controlled Schools and other schools that have adopted the scheme in Appendix 5 (A). Under exceptional circumstances the Governing Body may decide to pay outside of the single status framework. It is recommended that HR advice is sought prior to confirming the position.
 - For Academies, Trust/Voluntary Aided .Schools pay and grading arrangements will be agreed within the school – The NJC scp's are outlined in - Appendix 5 (B)

36. Increments

- 36.1 Each employee will be granted one additional increment from 1 April each year, until the maximum of the pay band is reached.
- 36.2 Employees with less than six months' service in the pay band by 1 April in any year will not be granted their first increment until six months after their appointment, promotion or move to the pay band. Thereafter increments are applicable from 1 April each year until the employee reaches the maximum pay for their band.
- 36.4 National Terms and Conditions may be applied regarding unsatisfactory performance.

37. 37 hour week

- 37.1 The standard working week for full-time employees is 37 hours per week and 52 weeks per year. When entering into a contractual relationship with an employee the Governing Body determine the number of hours and when they want staff to work, and whether they wish to make any provisions in a contract to vary when the hours are actually worked.

38. Salary sacrifice arrangements

- 38.1 Where the school/academy operates a salary sacrifice arrangement, employees may participate in any arrangement and his/her gross salary shall be reduced accordingly.

39. Honorariums or acting up for Support Staff

- 39.1 It may be necessary for the School to use acting up arrangements from time to time to cover short term absences or specific pieces of work. Acting up is a useful way to aid the personal and career development of an employee and provide valuable cover where necessary.
- 39.2 Routine acting up arrangements should be for a maximum of 12 calendar months, may extended in exceptional circumstances to an absolute maximum of 18 months.
- 39.3 Normal practice is to pay the employee the difference between their substantive spinal column point (SCP) and the bottom SCP of the higher graded post. If they are not undertaking the full duties and responsibilities of the post, they should be paid the pro rata difference between SCPs; for example, 50% of the differences if they are covering half the duties, etc. Where the grades overlap the next SCP should be used.

- 39.4 If the employee receives an increment during the acting up, the payment should be adjusted accordingly to maintain the differential between substantive and acting up grade.
- 39.5 Where the employee is undertaking a specific piece of work, as opposed to covering duties at a higher grade, you should assess the grade at which this work is valued and pay the difference in the same way.

40. Extended Schools

- 40.1 Support staff employed on extended school contracts should be paid on a NJC Spinal Column point (whether this is a spot point or a scale). This will allow for inflationary increases to applied as when applicable.

Appendix 1

WMBC Leadership Pay Arrangements and Range

Headteacher Group Sizes and Group Ranges 2019/20		
Headteacher Group	Pay points	England and Wales £
Minimum	L1	£41,065
	L2	£42,093
	L3	£43,144
	L4	£44,218
	L5	£45,319
Group 1 (L6-L18a)	L6	£46,457
	L7	£47,707
Group 2 (L8-L21a)	L8	£48,808
	L9	£50,026
	L10	£51,311
Group 3 (L11-L24a)	L11	£52,643
	L12	£53,856
	L13	£55,202
Group 4 (L14-L27a)	L14	£56,579
	L15	£57,986
	L16	£59,528
	L17	£60,895
Group 5 (L18-L31a)	L18a	£61,808
	L18b	£62,426
	L19	£63,975
	L20	£65,561
Group 6 (L21-L35a)	L21a	£66,517
	L21b	£67,183
	L22	£68,851

	L23	£70,556
Group 7 (L24-L39a)	L24a	£71,590
	L24b	£72,306
	L25	£74,103
	L26	£75,936
	L27a	£77,048
	L27b	£77,818
Group 8 (L28-L43a)	L28	£79,748
	L29	£81,723
	L30	£83,757
	L31a	£84,976
	L31	£85,826
	L32	£87,960
	L33	£90,145
	L34	£92,373
	L35a	£93,732
	L35b	£94,669
	L36	£97,013
	L37	£99,424
	L38	£101,885
	L39a	£103,334
	L39b	£104,368
	L40	£106,972
	L41	£109,644
	L42	£112,392
Maximum	L43	£114,060

Permanent Responsibilities to be taken into account when setting Leadership Pay

The statutory provisions of the school teachers' pay and conditions document 2016 paragraph 9.2 state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations".

Social challenge:

Number of pupils eligible for the pupil premium/free school meals,

Number and challenge of children with special needs [NB: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school]

Number of 'looked after' children

Level of pupil mobility in the area

Number of pupils with English as a second language

Complexity of pupil population and school workforce

Number of staff

Variety of school workforce (e.g. teachers, speech therapists)

Small school

Rural school

Specialist units or centres

Any specific challenges associated with running more than one school, eg managing geographically split sites, particular challenges of the additional school(s)

Contribution to wider educational development

NLE, SLE, LLE responsibilities which are not time-limited

Teaching school status

Other relevant issues (e.g. NQT lead, multi-stakeholders)

Recruitment and retention issues

Pay Ranges for Headteachers 2019	
GROUP SIZE	ANNUAL SALARY £
1	(6) 46,457 – 61,808 (18a)
2	(8) 48,808 – 66,517 (21a)
3	(11) 52,643 – 71,590 (24a)
4	(14) 56,579 – 77,048 (27a)
5	(18) 62,426 – 84,976 (31a)
6	(21) 67,183 – 93,732 (35a)
7	(24) 72,306 – 103,334 (39a)
8	(28) 79,748 – 114,060

Appendix Two

Upper Pay Range Application Form

Eligibility Criteria

In order to be assessed you must be a qualified teacher and need to be able to evidence that you are:

- highly competent in all elements of the relevant standards; and
- That your achievements and contribution to the school have been substantial and sustained.

As detailed in Appendix Three.

Name: _____

Post: _____

Appraisal Details:

Years covered by review statements _____

Schools covered by review statements _____

Please provide an explanation why, in your judgement, your achievements and contribution to the school has been substantial and sustained. Additional documentary evidence should be attached.

Declaration:

I confirm that at the date of this request for assessment to be paid on the Upper Pay Range I meet the eligibility criteria and I submit appraisal review statements covering the relevant period.

Teacher's signature: _____

Date: _____

Upper Pay Range Progression Criteria

The teacher will be required to meet the criteria set out in paragraph 15 of the Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this is interpreted as follows:

“highly competent”:

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

(e.g. performance which is good enough to fulfil wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).

“substantial”:

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning).

“sustained”:

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions outlined in paragraph 10.2 of the Document). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Model appeals procedure

The school teachers' pay and conditions document ('the Document') requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the review meeting prior to being submitted to the school's pay committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of his/her expectations and wishes to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal appeal hearing procedure. Appeal hearings against pay decisions must satisfy the dispute resolution requirements of employment law (ie part four of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS code of practice.

Appeal hearing procedure

It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.

Guidance

When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.

Teachers/Headteachers/Principals should put their appeal in writing to either the headteacher or the Governing Body; the appeal should include sufficient details of its basis.

Appeals should be heard without unreasonable delay and at an agreed date, time and place.

Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal procedure steps: informal stage

As part of the pay determination process, the line manager (the recommendation provider) will make a recommendation to the decision maker (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, the decision maker will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to the decision maker.

If the teacher wishes to appeal the decision, it must be done in writing to the decision maker, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the decision maker must then arrange to meet the teacher to discuss the appeal. The recommendation provider should also be invited to the meeting to clarify the basis for the original recommendation.

The decision maker will reconsider the decision in private and write to notify the teacher of the outcome of the review and of the teacher's right of appeal to the Governing Body. If the teacher wishes to exercise the right of appeal, he/she must write to the clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the formal stage of the appeal procedure.

Appeal procedure steps: formal stage

On receipt of the written appeal, the clerk to the Governing Body will establish an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the appeal committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both the recommendation provider and the decision maker will be required to attend the meeting.

The chair of the appeal committee will invite the employee to set out their case. The employee should be reminded of their right to be accompanied by a work colleague or trade union representative. Both the recommendation maker and the decision maker will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

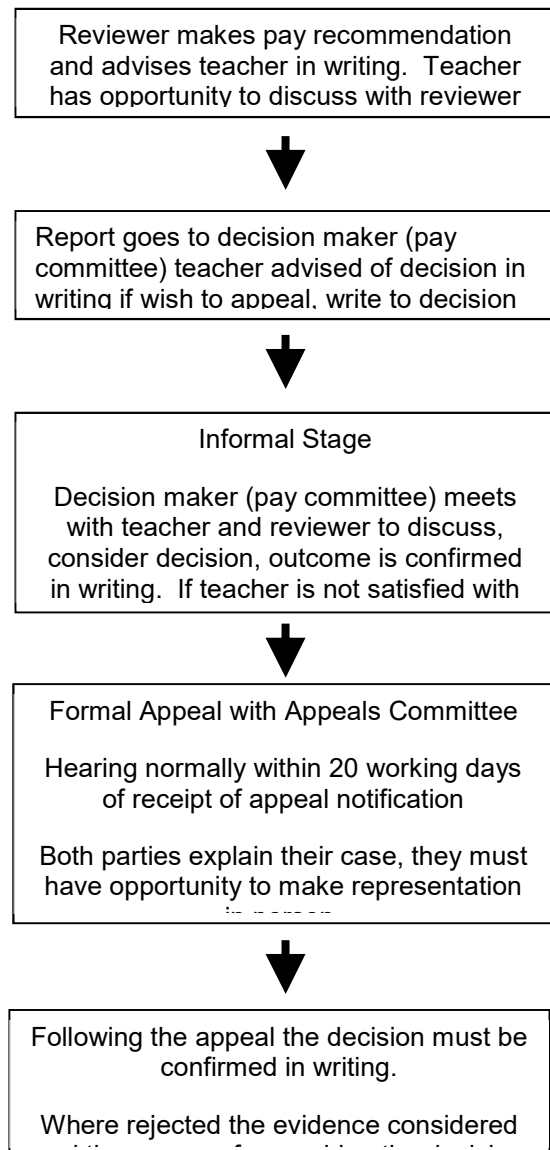
The modified procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

- The teacher must have set out details of their appeal in writing;
- The teacher must have sent a copy of their appeal to the chair of the Governing Body;
- The chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Pay Hearings and Appeals Procedure



**If the appellant is the Headteacher/Principal then where it refers to Headteacher above it will be the relevant Governor responsible for the Headteacher's appraisal, and the teacher becomes the Headteacher.*

Appendix Five (A)

WMBC Single Status Pay Bands for Support Staff as at 1st April 2019 - Applicable to all Community and Voluntary Controlled Schools and other schools that have adopted the WMBC Single Status Grades

Grade	SCP	Annual Salary	Monthly Rate	Hourly Rate
NJC grades				
G1	01	17,364	1447.00	9.0002
	G2			
	02	17,711	1475.91	9.1801
	03	18,065	1505.42	9.3636
G3	04	18,426	1535.50	9.5507
	05	18,795	1566.24	9.7419
	G4			
	06	19,171	1597.58	9.9368
	07	19,554	1629.41	10.1354
	08	19,945	1662.08	10.3380
G5	09	20,344	1695.32	10.5448
	10	20,751	1729.25	10.7558
	11	21,166	1763.83	10.9709
	12	21,589	1799.09	11.1902
	13	22,021	1835.08	11.4141
	14	22,462	1871.84	11.6427
	G6			
	15	22,911	1909.25	11.8754
	16	23,369	1947.42	12.1128
G7	17	23,836	1986.33	12.3548
	18	24,313	2026.09	12.6021
	19	24,799	2066.59	12.8540
	20	25,295	2107.91	13.1111
	21	25,801	2150.07	13.3733
G7	22	26,317	2193.08	13.6408
	23	26,999	2249.92	13.9943
G9	24	27,905	2325.41	14.4639
	25	28,785	2398.74	14.9200
	G8			
	26	29,636	2469.66	15.3611
	27	30,507	2542.25	15.8126
	28	31,371	2614.25	16.2604
G9	29	32,029	2669.08	16.6015
	30	32,878	2739.83	17.0415
	31	33,799	2816.60	17.5189
G11	32	34,788	2899.00	18.0315
	33	35,934	2994.49	18.6255
	G10			
	34	36,876	3073.00	19.1138
	35	37,849	3154.07	19.6181
	36	38,813	3234.41	20.1178

G11		37	39,782	3315.17	20.6201
		38	40,760	3396.66	21.1270
		39	41,675	3472.92	21.6013
		40	42,683	3556.91	22.1237
		41	43,662	3638.50	22.6312
		42	44,632	3719.34	23.1340
		43	45,591	3799.24	23.6310
		44	46,610	3884.16	24.1592
		45	47,618	3968.17	24.6817
G13		46	48,766	4063.83	25.2767
	G12	47	49,942	4161.84	25.8863
		48	51,117	4259.75	26.4953
		49	52,308	4358.99	27.1126
G13		50	53,491	4457.58	27.7258
G14		51*	54,713	4559.42	28.3592
		52*	55,921	4660.07	28.9853
	G15	53*	57,153	4762.74	29.6239
G14		54*	58,368	4864.00	30.2537
		55	59,612	4967.66	30.8985
G16		56	60,857	5071.41	31.5438
	G15	57	62,821	5235.08	32.5618
G16		58	65,964	5497.00	34.1909
		59	69,102	5758.50	35.8174
		60	72,378	6031.49	37.5154
		61	75,522	6293.50	39.1451
G16		62	78,661	6555.08	40.7721

* Points 51- 54 salaries indicated are not used by the Council

Appendix Five (B)

				Scale	Point	1 April 2019	
				1	1	17364	
					2	17711	
					3	18065	
				2	4	18426	
					5	18795	
				3	6	19171	
					7	19554	
				4	8	19945	
					9	20344	
					10	20751	
					11	21166	
				5	12	21589	
					13	22021	
					14	22462	
					15	22911	
					16	23369	
					17	23836	
					18	24313	
				6	19	24799	
					20	25295	
					21	25801	
					22	26317	
				SO1	23	26999	
					24	27905	
					25	28785	
				SO2	26	29636	
					27	30507	
					28	31371	
				PO35-38	29	32029	
					30	32878	
					31	33799	
					32	34788	
				PO38-41	33	35934	
					34	36876	
					35	37849	
				PO42-45	36	38813	
					37	39782	
					38	40760	
					39	41675	
				PO46-49	40	42683	
					41	43662	
					42	44632	
					43	45591	
					44	46610	
					45	47618	
					46	48766	
					47	49942	
					48	51117	
					49	52308	
					50	53491	

National Joint Council (NJC) Spinal Column Points as at 1st April 2019

Applicable to Academies, Voluntary Aided and Trust Schools that have not adopted WMBC Single Status

PO37-40	PO36-39	PO34-37	PO33-36
PO41-44	PO40-43	PO39-42	PO38-41
	PO45-48	PO44-47	PO43-46
PO48-52			
PO48-52			

Unattached Teachers Pay Policy 2019/2020



Walsall Council

Version Control

Document title	Unattached Teachers Pay Policy		
Owner	Human Resources	Status	Draft
Version	4	Approved on	TBC
Effective from	1 st September 2019	Review date	TBC
Last updated	27/09/2019	Last updated by	HR Strategy and Planning
Purpose	The Unattached Teachers Pay Policy sets out Council policy on pay and conditions for unattached teachers, assisting the Council to attract and retain skilled employees and ensuring compliance with the requirements under the teachers' pay and conditions document 2019.		

This policy links to:

- Corporate Plan
- Walsall Proud Programme
- School Teachers Pay and Conditions Document
- Mileage Scheme Guidance
- Workforce Strategy
- Behaviour & Standards Framework
- Employee performance review – appraisal based on Teacher Standards
- Teachers' Standards

This list is not exhaustive.

For further advice or guidance on this policy, or if you would like this information in another language or format please contact:

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1.0 Introduction

- 1.1 Walsall Council is PROUD. We are proud of our past, our present and for our future. The council is committed to reducing inequalities and ensuring all potential is maximised and its employment policies, procedures and guidelines are designed to support this vision and deliver the council's priorities.
- 1.2 The council is committed to creating an environment that provides opportunities for all individuals and communities to fulfil their potential. This policy provides a framework in which employees will be supported to deliver the council's priorities in line with the council's expected behaviours and values; professionalism; leadership; accountability; transparency and ethical.
- 1.3 The council's values and behaviours will be at the core of everything the council deliver and through a culture of continuous improvement the council will increase performance, efficiency and champion the design of services to meet the needs of customers. As a digital by design council, employees will be empowered to deliver new ways of thinking and new ways of working, encouraging innovation and creativity in a learning environment. The council is committed to technological investment to deliver transformation in order to improve the efficiency and effectiveness of its services, both internally and externally.
- 1.4 This policy framework promotes the council's strategic priority of internal focus ensuring all council services are effective and efficient and helps embed the behaviours and values expected of all employees as part of the Behaviour and Standards Framework.
- 1.5 Unattached Teachers' Pay Policy sets out the council's policy on pay and conditions for unattached teachers that meet the requirements of the School Teachers' Pay and Conditions Document for year ending 31st August 2020.

2.0 Scope

- 2.1 This policy applies to unattached teachers employed by the council. Unattached teachers are defined as:
 - a teacher not attached to a particular school; or
 - a teacher employed otherwise than at a school.
- 2.2 With the exception of;
 - Teachers' in Pupil Referral Units as the Schools Model Pay Policy covers them
 - School-based employees/workers where the governing body has delegated authority and for whom separate arrangements apply.
- 2.3 This policy does not apply to contractors, consultants, agency workers or any self-employed individuals working for the council.

3.0 Principles

- 3.1 The unattached teachers pay policy aims to:
- Maximise the quality of teaching and learning throughout the borough;
 - Support recruitment and retention of high quality teachers;
 - Recognise and reward unattached teachers appropriately for their individual contribution to education standards within the borough;
 - Ensure a fair, equitable and transparent approach to pay
- 3.2 Unattached teachers pay scales are agreed locally, and reviewed annually having regards to the nationally negotiated teachers pay award as detailed in the [School Teachers Pay and Conditions Document](#). The 2019/20 award implemented on 01 September 2019 has been confirmed as:
- 2.75% to each reference point across all pay ranges
 - 2.75% across all allowances,
 - Unattached teachers' pay scales are available in appendix A.
- 3.3 Unattached teachers must be paid within the minimum and maximum of the relevant pay range (unqualified teachers, qualified teachers main or upper pay range, leading practitioners, leadership group or Headteachers pay range) as determined by the School Teachers' Pay and Conditions Document. (appendix A unattached teachers' pay scales)
- 3.4 For newly appointed unattached teachers the manager will determine the starting salary point within scope of the relevant pay range, this will normally be at the minimum. In certain circumstances, consideration may be made as to whether the requirements of the post and the extent to which the preferred candidate meets those requirements are such that it would be appropriate to set the starting salary above the minimum point of the relevant pay range. The manager must ensure that there is appropriate scope within the range to allow for pay progression over time.
- 3.5 Teachers will gain pay progression following a successful formal appraisal review based on performance, in line with the Appraisal Regulations 2012 (teachers) and the appraisal process.
- 3.6 Decisions regarding pay progression will be made with reference to the teachers' appraisal record, pay recommendations will be based on Teachers Standards and the assessment of their performance against agreed objectives in line with Teachers' Appraisal Policy. A record of the recommendation in regards to pay must be recorded.
- 3.7 Where an unattached teacher has demonstrated that they have achieved exceptional performance the manager/ appraiser may recommend to an ED/AD/HOS that they consider an enhanced pay progression of 2 reference points. Final decisions about whether or not to accept a pay recommendation will be made by the ED/AD/HOS having regard to the appraisal report. Teaching over time should be rated as "outstanding" by the appraiser in line with the service-defined standards.
- 3.8 The timing of salary determination for an unattached teacher must be made:

- annually with effect from 1 September;
- whenever an unattached teacher takes up a new post; with effect from the date of the appointment;
- where an unattached teacher becomes entitled to be paid on the upper pay range;
- where the determination reduces the remuneration, that determination must take effect no earlier than the date on which it was actually made; or
- at any other time a change to salary takes place.

3.9 Salary determination of an unattached teacher must be confirmed in writing setting out the reasons for the decision at the earliest opportunity and no later than one month after the determination of salary. The notification must detail amendments to pay from the relevant date either immediately following an appeal or after any time limits to lodge an appeal has passed.

3.10 It is possible where there is unsatisfactory performance 'no progression' determination can be made without recourse to the capability/performance procedure.

3.11 A teacher may appeal against any determination in relation to pay including moving to the upper pay range, and any other decision taken by managers, qualified appraisers, EDs, ADs or HOS that affects their pay, using the appeal procedure detailed within appendix B Appeals Procedure.

4.0 Accountabilities

4.1 ED/AD/HOS are accountable for the following;

- Applying this policy and procedure consistently, fairly and objectively in accordance with the council's vision and purpose and clearly demonstrate the council's management behaviours and values, seeking further advice and guidance from HR where necessary;
- To ensure that appraisers, decision-makers and any appeal hearing officers receive appropriate training to ensure fair and open decision making;
- To ensure that mid-year reviews are undertaken for all unattached teachers and all members of the leadership group;
- To ensure that funds are available to support pay decisions, in accordance with this document and the services financial plan;
- To monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, ensuring continued compliance with equality legislation.

4.2 Managers/qualified appraisers (who meet the criteria set out in School Teacher Standards) are accountable for the following;

- Applying this policy and procedure consistently, fairly and objectively in accordance with the council's vision and purpose and clearly demonstrate the council's management behaviours and values, seeking further advice and guidance from HR where necessary;

- To determine the duties and the pay range/scale point/allowances to be attached to unattached teaching posts in line with this Pay Policy;
- To apply the requirements of the School Teachers' Pay and Conditions Document;
- To develop clear arrangements for linking appraisal* to pay;
- To ensure effective appraisal arrangements are in place, and any appraisers have the knowledge and skills to apply procedures fairly;
- To ensure that mid-term reviews are undertaken for all unattached teachers, including leadership groups;
- To submit any relevant pay recommendations to the ED/AD/HOS for approval; ensure that unattached teachers are informed about decisions reached, and that records are kept of recommendations and decisions made.

4.3 Employees are accountable for the following;

- All employees should support the delivery of the council's vision and purpose, clearly demonstrating the council's behaviours and values;
- Actively engage in employment practices and processes in which they are involved and ensure they understand this procedure, seeking further advice and guidance from managers where necessary;
- Engage with the appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for a pay determination to be made;
- To keep records of objectives and review them throughout the appraisal process and share any evidence they consider relevant with their appraiser;
- To ensure they have an annual review of their performance.
- Complying with the requirements of this policy and procedure.

* The term 'appraisal' within this document relates to the council's Annual Performance Conversation (APC). For the purpose of this policy, APC has been adapted to cover the requirements of the Appraisal Regulations 2012 (teachers), in line with Teachers' Appraisal Policy.

5.0 Procedure

5.1 Unqualified teachers' pay determination

- 5.1.2 Upon obtaining qualified teacher status (QTS), the unqualified teacher must be transferred to a salary within the main pay range on the same or higher salary than their pay at the point of qualifying.
- 5.1.3 Manager may determine that an additional unqualified teachers allowance is payable to an unqualified teacher where it considers in context of the staffing structure, the unqualified teacher has:
- taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
 - qualifications or experience which bring added value to the role being undertaken.

5.2 Qualified teachers pay determination

- 5.2.1 For newly appointed unattached teachers the authority has adopted pay portability. The manager will determine the starting salary point for teachers on main pay range or upper pay range based on the candidate's previous paid employment in a similar role.
- 5.2.2 Salaries of qualified teachers other than those in the Leadership Group and Leading Practitioners are determined by:
- the point on the main or upper pay range through appointment or annual appraisal, plus;
 - any Teaching and Learning Responsibility (TLR) payments;
 - any additional allowances held for teaching children with special educational needs;
 - any additional allowances held for recruitment and retention;
 - if an individual is entitled to a higher salary due to safeguarding (pay protection).
- 5.2.3 To move up either main or upper pay range one-reference point, as part of the formal appraisal process, teachers will need to have made good progress towards their objectives and have shown that they are competent in the teachers' standards. Teaching should be consistently rated as 'good' by the appraiser in line with the service-defined standards.
- 5.2.4 Judgments will only be made on evidence gathered and presented to the appraiser, which is related to the appraisal process.
- 5.2.5 As a teacher moves up the **main pay range**, this evidence should show:
- a positive impact on pupil progress;
 - a positive impact on wider outcomes for pupils;
 - improvements in any specific elements of practice identified to the teacher through the appraisal process, eg behaviour management or lesson planning; and
 - a positive contribution to the work of the service.
- 5.2.6 As a teacher moves up the **upper pay range**, this evidence should show:
- a teacher is highly competent in all elements of relevant standards
 - the teacher's achievements and contributions to an educational setting or settings are substantial and sustained

5.3 Moving from main to upper pay

- 5.3.1 Unattached teachers may apply to be paid on the upper pay range at least once a year normally by 31st October of each year. When moving from the main to upper pay range, successful candidates will move to the minimum point within the upper pay range.
- 5.3.2 Applications will be considered taking into account two consecutive appraisals. Teachers should ensure they build up mainly paper based evidence to support their application. Those teachers who have been absent through long term sickness, disability related absence or maternity may sight evidence from previous years in support of their application. Application process is detailed in appendix C.

- 5.3.3 Managers will assess such application in line with the criteria set.
- 5.3.4 An application from a qualified teacher will be deemed successful if;
- the teacher is highly competent in all areas of the relevant standards; and
 - their achievements and contribution to an educational setting or settings are substantial and sustained.
- 5.3.5 Highly competent means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.
- 5.3.6 Substantial means the teacher's achievements and contribution to the service are significant, not just in raising standards of teaching and learning in their own area, or with their own groups of children, but also in making a significant wider contribution to school/service improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
- 5.3.7 Sustained means covering a period, which spans two consecutive annual appraisals making good progress towards meeting their objectives.

5.4 Leading practitioner and leadership group pay determination

- 5.4.1 For newly appointed leading practitioners and leadership group the ED/AD/HOS will determine the starting salary within scope of the 5-point range from the relevant leading practitioner or leadership group range.
- 5.4.2 Walsall Council has determined the standard 5-point range for leading practitioners as points 1-5 on the leading practitioner range. The 5-point range for leadership group has been determined as points 1-5 on the leadership group pay range. In exceptional circumstances where the duties of a particular post fall outside of the scope and there are clear justifications, discretion is given to ED/AD to determine an alternative 5 point range within the leading practitioner or leadership group pay range. A record must be kept detailing the rationale for the pay determination.
- 5.4.3 To move up the leading practitioner or the leadership group pay range one reference point, teachers will need to have made good progress towards their objectives.
- 5.4.4 Judgments will only be made on evidence gathered and presented to the appraiser, which is related to the appraisal process.
- 5.4.5 As a teacher moves up the **leading practitioner**, this evidence should show;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within the service and within the wider school community, if relevant;

- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in the teachers' standards; and
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

5.4.6 As a teacher moves up the **leadership group**, this evidence should show;

- there has been sustained high quality of performance having regards to the results of the recent annual appraisal.

5.4.7 The council currently do not have any unattached teachers classified as leadership group.

5.5 Headteachers pay determination

5.5.1 For newly appointed Headteacher the ED/AD/HOS will determine the starting salary within scope of the leadership group 7-point pay range.

5.5.2 Headteachers' will have a 7 point range within the leadership group pay range; the council currently do not have any unattached teachers that are classified as a Head Teacher. The most appropriate 7 point range will be determined in line with the requirements of the School Teachers Terms and Conditions Document by ED/AD if such an appointment is made.

5.5.3 Pay progression (one reference point) will be awarded where there has been sustained high quality of performance having regards to the results of the recent annual appraisal; and to any recommendation on pay progression recorded in the head's appraisal report.

6.0 Teaching and learning responsibility (TLR) payments

6.1 Managers may award a TLR payment within the relevant TLR range (Appendix A) to an unattached teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable.

6.2 All job descriptions will be annual reviewed and will make clear, if applicable the responsibility or package of responsibilities for which a TLR is awarded.

6.3 Managers may award a TLR to an unattached teacher. TLR 1 or 2 will be awarded for a clearly defined and sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning.

6.4 Managers will ensure that sufficient differential exists between levels of TLRs, taking into account the responsibilities for which the TLR is awarded. All decision will be objectively justified, fairly and consistently applied.

- 6.5 Managers may award a fixed term TLR 3 payment to an unattached teacher for undertaking a time limited school improvement project or a one off externally driven responsibility. The duration of the fixed term period should be established at the outset and payments made on a monthly basis for the duration of the fixed term.
- 6.6 In determining any TLR payment the manager must be satisfied the unattached teachers duties include additional significant responsibility that;
- a) is focused on teaching and learning;
 - b) requires the exercise of teachers professional skills and judgement;
 - c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d) has an impact on educational progress of pupils; and
 - e) involves leading, developing and enhancing teaching practices.
- With the exception of a TLR 3 where there is no requirement to meet point c) and e) above.
- 6.7 When determining a TLR1 payment the manager must be satisfied that the post is also required to have line management responsibility for a significant number of teachers.

7.0 Special educational needs (SEN) allowances

- 7.1 Management will award a SEN spot value allowance to an unattached teacher who meets any of the following criteria;
- a) SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
 - b) teaches pupils in one or more designated special class in a local authority unit or service;
 - c) in any designated setting including pupil referral unit that is analogous to a designated special class or unit where the post involves a substantial element of working directly with children with SEN; requires exercise of teachers professional skills and judgement in teaching children with SEN; has greater involvement in the teaching of children with SEN than normal requirements of a teacher throughout the unit or service.
 - d) SEN Allowances are unaffected by annual increments.
- 7.2 When deciding on the amount of the allowance to apply, the manager will take into account the SEN provision, whether any mandatory qualifications are required for the post, the qualifications and expertise of the teacher relevant to the post; and the demands of the post.
- 7.3 Manager will also establish differential in relation to SEN roles in the service in order to reflect significant differences in the nature and challenge of the work entailed so that different payment levels can be objectively justified.

8.0 Recruitment and retention incentives

- 8.1 The ED has discretion to make payments or provide financial assistance, support and benefits as it feels necessary as an incentive for recruitment and retention of an unattached teacher. Any incentives used must be objectively justified.
- 8.2 Any incentives must make clear at the outset the expected duration of such incentive and the review dates after which the incentives may be withdrawn.
- 8.3 The justifications should evidence the role is difficult to recruit to, previous retention has been difficult to maintain, the skills and knowledge required is critical to the authority and the market forces of which the incentive is based on.
- 8.4 Recruitment and retention incentives are subject to ED approval.

9 0 Salary sacrifice

- 9.1 Walsall council operates salary sacrifice scheme which may vary from time to time, e.g. cycle schemes, which unattached teachers can participate in, in accordance with School Teachers Pay and Conditions Document. For further information on the councils, current schemes please refer to the Pay, allowances and benefits pages on the HR intranet pages.

10.0 Out of school hours learning activity

- 10.1 Managers will determine whether to make payments to an unattached teacher who agrees to participate in out of school hours learning. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills and judgements.

11.0 Acting allowance

- 11.1 Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher, assistant headteacher but has not been appointed as an acting headteacher, deputy headteacher, assistant headteacher, the council must within a period of four weeks beginning on the day on which the duties are first assigned and carried out, determine whether or not an allowance ("acting allowance" must be paid in line with the provisions set in the School Teachers' Terms and Conditions Document).

12.0 Honorariums

- 12.1 Honoraria payments for undertaking additional duties cannot be applied to unattached teachers

13.0 Exit payments

- 13.1 Exit payments will be paid in accordance with legislative requirements. At the time of writing draft regulations are out to consultation.

- 13.2 Exit payments will be subject to recovery in accordance with legislative requirements. At the time of writing draft regulations are out to consultation.

14.0 Pay multiples

- 14.1 Unattached teachers' pay multiples are taken into account within the corporate pay multiples which are published in the Council's Pay Policy.

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Appendix A Unattached Teachers' Pay Scales September 2019

Salary scales reflect the 1% reduction where applicable following the terms and conditions review

For the purposes of this appendix annual salary rates have been rounded up to the nearest pound

Unqualified Teachers Pay Range	
Spine Point	Annual Salary
UQT	£
1	17,682
2	19,544
3	21,578
4	23,613
5	25,651
6	27,686
UQT pay range £17,682 to £27,686	

Teachers Leading Practitioners Pay Range	
Spine Point	Annual Salary
LP	£
*1	41,267
**2	42,301
3	43,357
4	44,436
*5	45,091
**6	46,223
*1-5 and **2-6 LP pay range £41,267 to £46,223	

Teachers Main Pay Range	
Spine Point	Annual Salary
MPR	£
1	24,373
2	26,041
3	28,133
4	30,299
5	32,686
6a	35,269
6b	35,691
MPR pay range £24,373 to £35,691	

Teachers Upper Pay Range	
Spine point	Annual salary
UPR	£
1	37,654
2	38,662
3	40,088
UPR pay range £37,654 to £40,088	

Special Educational Needs Allowance	
1 Spot rate £	2,149
2 Spot rate £	4,242

Teaching and Learning Responsibility Allowance	
TLR 3	£
Minimum	555
Maximum	2,757
TLR2	£
Minimum	2,796
Maximum	6,829
TLR1	£
Minimum	8,069
Maximum	13,654

Appendix B Appeal

- 1.1 A member of staff may appeal against any determination in relation to pay and any other decision taken by an ED/AD/HOS or manager that affects their pay, using the formal appeal procedure.
- 1.2 It is the intention that the appeals procedure will be dealt with promptly, thoroughly and impartially.
- The manager/appraiser will discuss the pay recommendation with the unattached teacher prior to the final pay determination being confirmed in writing. The manager/appraiser will provide written details of and the reasons for the pay determination to the unattached teacher.
 - If the employee feels the pay recommendations falls short of their expectations they may wish to obtain a better understanding of the rationale for pay or bring further evidence to the attention of the manager/appraiser before the final pay decision has been made. A request should be made to the appraiser to obtain feedback and submit further evidence.
 - The appraiser should consider any new evidence presented by the employee before the making the final pay decision. Confirmation to the unattached teacher should be in writing detailing the evidence considered, the rationale for the determination and the right to appeal.

2 Appeals process

- If the employee feels the final pay decision has been made incorrectly or is unjust, the employee should seek to resolve this discussing the matter informally with the manager/appraiser who made the decision within 10 working days of the date of the notification of the determination. The employee and the manager/appraiser should meet to discuss and consider the decision. The outcome of the informal appeal will be confirmed to the employee in writing detailing the evidence considered, rationale for the determination and the right to appeal the decision.
- Where the employee continues to be dissatisfied with the outcome of the informal appeal stage, they may wish to progress to a formal appeal.
- The employee should set down in writing the grounds for the formal appeal within 10 working days of the date of the notification of the informal appeal outcome to the appropriate HOS/AD.
- The HOS/AD will arrange a hearing normally within 20 working days of the appeal submission. The hearing panel will be made up of a HOS/AD with no previous involvement in the pay determination and another senior manager with no prior involvement.
- The employee has the right to be accompanied by a work colleague or trade union representative.

- Documents relating to the appeal including any records on which the pay decision was originally based, the unattached teachers written reasons for appealing against and all papers produced as part of the earlier stages of the appeal, will be provided to everyone attending the panel normally 5 days prior to the hearing.
- The hearing provides an opportunity for both parties (the employee and the manager / appraiser) to make representation in person to the appeal panel to explain their case.
- The decision of the appeal panel will be confirmed in writing and where the appeal is rejected, the evidence considered and the reasons for reaching the decision should be included.
- The decision of the appeal panel is final and no further recourse can be taken.

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Appendix C Application to move to upper pay

Applications to move to upper pay range should be completed as follows;

- The teacher should complete an application form to apply for the movement to the upper pay scale and submit along with any supporting information to their manager by 31st October
- The name of the assessor will be provided normally within 5 working days of the application being received
- The assessor will assess the application form and supporting information and make a recommendation to the ED/AD/HOS
- The application, supporting information, recommendation will be passed to the ED/AD/HOS
- ED/AD/HOS will make the final determination based on the information provided
- The teacher will then receive notification of the outcome of their application. Where the application is unsuccessful, the written notification will include areas where it was felt the teachers' performance did not satisfy the relevant criteria. The notification will detail the right to appeal the decision.
- If requested oral feedback will be provided by the assessor within 10 working days of the date of notification.
- Successful candidates will move to the minimum point within the upper pay range

A teacher may appeal against any determination in relation to pay including moving to the upper pay range, and any other decision taken by managers, qualified appraisers, EDs, ADs or HOS that affects their pay, using the appeal procedure detailed within the Unattached Teachers Pay Policy.

Equality Impact Assessment (EqIA) for Policies, Procedures and Services

Proposal name	Unattached Teachers Pay Policy		
Directorate	Resource and Transformation		
Service	HR Strategy and Planning Team		
Responsible Officer	Tracey Edwards		
Proposal planning start	24 th September 2019	Proposal start date (due or actual date)	1st September 2019 to be back dated

1	What is the purpose of the proposal?	Yes / No	New / revision
	Policy	Yes	Revision
	Procedure	No	NA
	Guidance	No	NA
	Is this a service to customers/staff/public?	No	NA
	If yes, is it contracted or commissioned?	No	NA
	Other - give details		
2	What is the business case for this proposal? Please provide the main purpose of the service, intended outcomes and reasons for change? <p>The Unattached Teachers Pay Policy sets out Council policy on pay and conditions for all Unattached Teachers, assisting the Council to attract and retain skilled employees. The policy incorporates the requirements of the School Teachers Pay and Conditions Document and reflects the Schools Model Pay Policy to ensure a fair and consistent approach.</p> <p>The Unattached Teachers Pay Policy has been reformatted to be more in line with the Corporate Proud Programme.</p> <p>This is an annual review of the Pay Policy and has been amended to remain in line with current legislation and good practice. The policy will be applicable to all unattached teachers employed under teachers' terms and conditions.</p> <p>In addition the policy mirrors the approach taken by schools within the borough to ensure there is a consistent approach.</p>		
3	Who is the proposal likely to affect?		
	People in Walsall	Yes / No	Detail
	All		The Council currently employs 31 individuals classed as Unattached Teachers on Teachers Terms and Conditions affected by this policy.
	Specific group/s		
	Council employees	Yes	
	Other (identify)		

4	Please provide service data relating to this proposal on your customer's protected characteristics.																		
	<p>Unattached teachers represent less than 1% of the corporate workforce.</p> <p>This group of staff are made up of 84% female employees and 16% males. Of the employees classed as unattached teachers that have declared their ethnicity 7.14%% are from a minority ethnic group and 9.6% have chosen not to state their ethnicity.</p> <p>6.45% of unattached teachers have declared a disability.</p>																		
5	Please provide details of all engagement and consultation undertaken for this proposal. (Please sue a separate box for each engagement/consultation).																		
	<p>The School Teachers Pay and Conditions Document details the terms of employment of those employees within teacher's terms and conditions. The Document and statutory guidance have been amended in response to the recommendations in the twenty-ninth report of the School Teachers' Review Body (the STRB) and the changes to the School Teachers Pay and Conditions Document 2019. Details of these changes are set out below.</p> <p>The Document and statutory guidance were subject to consultation with the teacher unions, employers and other relevant interested parties as part of the usual statutory consultation process.</p> <p>The School Teachers Pay and Conditions Document give discretion on how the pay uplift is to be applied locally.</p>																		
	Consultation Activity Complete a copy of this table for each consultation activity you have undertaken.																		
	<table border="1"> <tr> <td>Type of engagement/consultation</td> <td>e.g. Trades union & Relevant Senior Managers within the Council</td> <td>Date</td> <td>24/09/2019-04/10/2019</td> </tr> <tr> <td>Who attended/participated?</td> <td colspan="3">e.g. one rep from each teachers union, Assistant Director Childrens, Sports and Leisure Manager</td> </tr> <tr> <td>Protected characteristics of participants</td> <td colspan="3">Summary of the protected characteristic monitoring data.</td> </tr> <tr> <td colspan="4"> Feedback To ensure consistency between teachers within schools and Corporate employees under teachers' terms and conditions the approach is to mirror the decision on pay with the schools application. </td> </tr> </table>			Type of engagement/consultation	e.g. Trades union & Relevant Senior Managers within the Council	Date	24/09/2019-04/10/2019	Who attended/participated?	e.g. one rep from each teachers union, Assistant Director Childrens, Sports and Leisure Manager			Protected characteristics of participants	Summary of the protected characteristic monitoring data.			Feedback To ensure consistency between teachers within schools and Corporate employees under teachers' terms and conditions the approach is to mirror the decision on pay with the schools application.			
Type of engagement/consultation	e.g. Trades union & Relevant Senior Managers within the Council	Date	24/09/2019-04/10/2019																
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Protected characteristics of participants	Summary of the protected characteristic monitoring data.																		
Feedback To ensure consistency between teachers within schools and Corporate employees under teachers' terms and conditions the approach is to mirror the decision on pay with the schools application.																			
6	Concise overview of all evidence, engagement and consultation																		

	<p>Full consultation with trades union and Management has taken between 24/09/2019 to 04/10/2019.</p> <p>Trades union and Senior Managers within the relevant service areas agree with the approach to applying the pay uplift to each reference point within the pay structure.</p> <p>With the exception of the pay uplift, and reformatting to reflect the proud programme the policy remains the same as previously agreed, and in line with the School Teachers Pay and Conditions Document.</p> <p>The policy will be sent for approval at CMT on 10 October 2019 and Personnel Committee on 22 October 2019. If approved the pay award will be backdated to 01 September 2019.</p>		
7	<p>How may the proposal affect each protected characteristic or group? The effect may be positive, negative, neutral or not known. Give reasons and if action is needed.</p>		
	Characteristic	Affect	Reason
	Age	Neutral	The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.
	Disability	Negative	<p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p> <p>Potential impact on employees who require reasonable adjustments for communication and for those who do not understand the policy e.g. employees with learning disabilities.</p>
	Gender reassignment	Neutral	The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.
	Marriage and civil partnership	Neutral	The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.
	Pregnancy and maternity	Negative	The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear

			<p>guidelines to reduce the risk of discrimination.</p> <p>Potential impact for people who are on maternity or paternity leave and are not updated about the policy.</p>	
	Race	Neutral	<p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p> <p>Potential impact on employees where English is not their first language may require additional communication</p>	Yes
	Religion or belief	Neutral	<p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p>	No
	Sex	Neutral	<p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p>	No
	Sexual orientation	Neutral	<p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p>	No
8	Does your proposal link with other proposals to have a cumulative effect on particular equality groups? If yes, give details.			(Delete one) No
9	Which justifiable action does the evidence, engagement and consultation feedback suggest you take?			
	A	No major change required		
	B	Adjustments needed to remove barriers or to better promote equality		
	C	Continue despite possible adverse impact		
	D	Stop and rethink your proposal		

Action and monitoring plan

Action Date	Action	Responsibility	Outcome Date	Outcome
Day of Launch	To ensure employee who are on maternity /parental leave are made aware of the updated procedure.	Employees Line Manager	As and when required	
Day of Launch	The procedure will be explained/made available in other languages on request for employees whose first language is not English.	Appropriate liaison as required with the councils Interpretation, Translation, Transcription and Easy Read service (ITTE)	As and when requested	
Day of Launch	Alternative formats (audio and Easy Read) for disabled employees of the new policy will be made available on request.	Appropriate liaison as required with the councils ITTE	As and when requested	

Update to EqIA	
Date	Detail
01/09/2020	Procedure to be reviewed annually

Contact us

Consultation and Equalities
Change and Governance

Telephone 01922 655797

Textphone 01922 654000

Email equality@walsall.gov.uk

Inside Walsall: http://inside.walsall.gov.uk/equality_and_diversity-7.htm

Appendix 2

Ref No. 33/19

Equality Impact Assessment (EqIA) for Policies, Procedures and Services

Proposal name	Model Pay Policy – 2019		
Directorate	Resources and Transformation		
Service	School's Consultancy Team		
Responsible Officer	Kerry Smith		
EqIA Author	Kerry Smith		
Proposal planning start	September 2019	Proposal start date (due or actual)	1 st September 2019

1	What is the purpose of the proposal?	Yes / No	New / revision
	Policy	Yes	Revision
	Procedure	No	N/A
	Internal service	No	N/A
	External Service	Yes	N/A
	Other - give details		
2	What are the intended outcomes, reasons for change? (The business case)		
	<p>The Model Pay Policy sets out a Model policy on pay and conditions for all staff employed in Schools and Academies to be adopted by Governors. The policy aims to assist schools to attract and retain skilled employees. The policy incorporates the requirements of the School Teachers Pay and Conditions Document.</p> <p>This is an annual review of the Pay Policy and has been amended to remain in line with current legislation and good practice. The policy will be applicable to all school based staff should governors decide to adopt the policy. Schools that do not adopt the Model Policy will be required to undertake consultation on the Policy they intend to adopt.</p>		
3	Who is the proposal potentially likely to affect?		
	People in Walsall	Yes / No	Detail
	All	No	



Walsall Council

	Specific group/s	Yes																	
	Council employees	No																	
	Other	Yes	Staff employed in Schools and Academies																
4	Please provide service data relating to this proposal on your customer's protected characteristics.																		
	This information is available in the annual Employee Monitoring Report.																		
4	Evidence, engagement and consultation (including from area partnerships, where relevant)																		
4.1	<p>Consultation has taken place with Head Teachers from Primary, Nursery, and Special schools and also secondary schools that are not academies. In addition, Children's Services, Finance and Legal have been consulted. Both Teacher and Support staff Trades Unions have been consulted. The uplift across the ranges has been welcomed.</p> <p>Following the release of the School Teachers Pay and Conditions Document further consultation has taken place with Trades Union and Management form within the Council.</p> <p>Model Pay Policy will be submitted to CMT on 10 October 2019 and Personnel Committee on 22 October 2019.</p> <table border="1"> <tr> <td>Type</td><td>Assistant Director of Children's Services Headteachers Trades Unions</td><td>Date</td><td>23/09/19 27/09/19 02/10/19</td></tr> <tr> <td>Audience</td><td colspan="3">As above</td></tr> <tr> <td>Protected characteristics</td><td colspan="3">Summary of the protected characteristics are available in the annual employee Monitoring Report</td></tr> <tr> <td>Feedback</td><td colspan="3">Across the board the preferred option was identified as outlined in the document</td></tr> </table>			Type	Assistant Director of Children's Services Headteachers Trades Unions	Date	23/09/19 27/09/19 02/10/19	Audience	As above			Protected characteristics	Summary of the protected characteristics are available in the annual employee Monitoring Report			Feedback	Across the board the preferred option was identified as outlined in the document		
Type	Assistant Director of Children's Services Headteachers Trades Unions	Date	23/09/19 27/09/19 02/10/19																
Audience	As above																		
Protected characteristics	Summary of the protected characteristics are available in the annual employee Monitoring Report																		
Feedback	Across the board the preferred option was identified as outlined in the document																		
4.2	Concise summary of evidence, engagement and consultation (including from area partnerships, where relevant) <p>Full consultation with trades union and Management has taken place at various stages of the development of this Policy:</p> <p>Consultation by email with Trades Union and Management within the Council to establish views on current Policy and areas of concerns to be considered when undertaking the review.</p>																		

	<p>Consultation meeting held to discuss feedback on current Policy to and areas of concerns to be considered when undertaking the review.</p> <p>Consultation meeting held with Trades Union to obtain feedback on the draft procedure.</p>			
5	How may the proposal affect each protected characteristic or group? The effect may be positive, negative or neutral.			
	Characteristic	Effect	Reason	Action needed Y or N
	Age	Neutral	No impact foreseen	No
	Disability	Negative	Potential impact on employees who require reasonable adjustments for communication and for those who do not understand the policy e.g. employees with learning disabilities.	Yes
	Gender reassignment	Neutral	No impact foreseen.	No
	Marriage and civil partnership	Neutral	No impact foreseen.	No
	Pregnancy and maternity	Negative	Potential impact for people who are on maternity or paternity leave and are not updated about the policy.	Yes
	Race	Negative	Potential impact on those employees whose first language is not English as they may not understand the policy.	Yes
	Religion or belief	Neutral	No impact foreseen.	No
	Sex	Neutral	No impact foreseen.	No
	Sexual orientation	Neutral	No impact foreseen.	No
	Other (give detail)			
	Further information			
6	Does your proposal link with other proposals to have a cumulative effect on particular equality groups? If yes, give details below.			(Delete one) No
7	Which justifiable action does the evidence, engagement and consultation suggest you take? (Bold which one applies)			
	A	No major change required		

	B	Adjustments needed to remove barriers or to better promote equality
	C	Continue despite possible adverse impact
	D	Stop and rethink your proposal

Action and monitoring plan				
Action Date	Action	Responsibility	Outcome Date	Outcome
Day of launch	To ensure employee who are on maternity/ parental leave are made aware of the updated procedure.	Employees Line Manager	As and when required	Communication is maintained with employee to ensure equality
Day of launch	Alternative formats (audio and Easy Read) for disabled employees of the new policy will be made available on request.	Appropriate liaison as required with the councils ITTE	As and when requested	Reasonable adjustments made to support employee and ensure equality

Update to EqIA	
Date	Detail
01/09/2020	Procedure to be reviewed annually